



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

(第二版)

New College English (Second Edition)

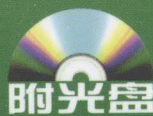
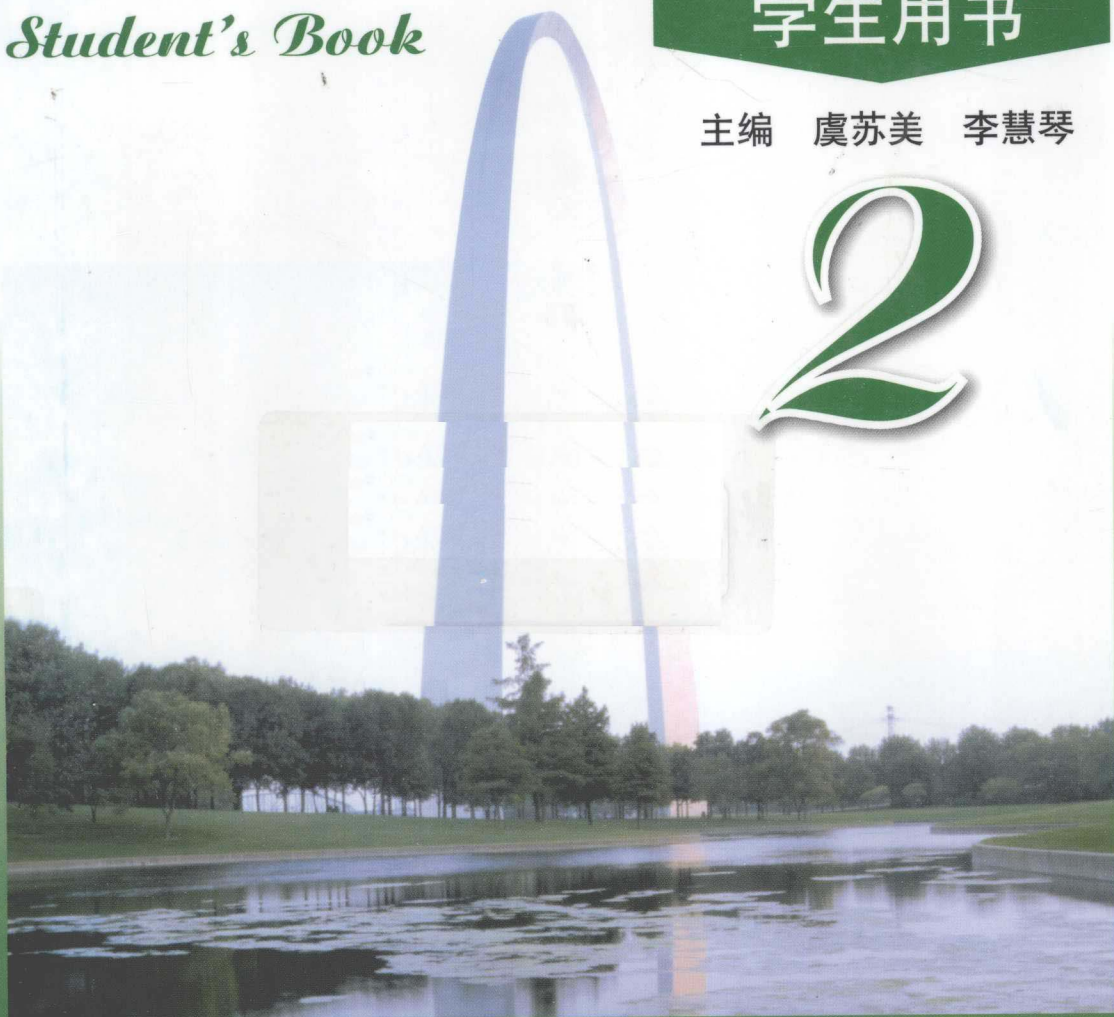
*Listening and
Speaking Course 2*

Student's Book

听说教程
学生用书

主编 虞苏美 李慧琴

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前 言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。
2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。
3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语，这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。
4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体

裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程，也是拓宽知识、了解世界文化的素质教育课程，兼有工具性和人文性。因此，教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材，以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中，充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发，针对我国学生的薄弱环节和实际需要，做到有的放矢；形式尽可能采用交互方式，如pair work、group discussion、debate等，或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要，除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外，还特地在《综合教程》中参照四、六级考卷设计了Test Yourself，以帮助学生熟悉考试题型。

教材框架如下：

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成：

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中，1—4册供修读一般要求的学生使用，5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本，供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外，各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

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《全新版大学英语》系列教材问世十年以来，受到了全国高校师生的普遍欢迎，先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材，并获得2003年度上海市优秀教材一等奖。

然而，时代在进步，社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修

订,使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是:根据《大学英语课程教学要求》,在坚持并发扬第一版原有特色的基础上,通过全面修订,使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是:梳理全书,改正讹错;适当降低原书难度;坚决删改掉教学效果差或不太符合当前教学实际的课文和练习;替换进一批更精彩的选文和更富有成效的新的练习形式;调整某些单元先后排序,使其更符合循序渐进原则;适当压缩、精简内容,做到便于教、便于学。

本次修订中,各教程编者本着认真、负责的态度,对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文,此次更新了21篇,更新量超过30%;编者还根据调研中同学们喜欢英语诗歌的反馈,尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字,调整了材料的难易度,同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型,口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要,适当增加了部分文章的长度,此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简,提高质量,方便参考、使用。如今修订工作已接近完成,各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动,给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成,董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前,上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会,收集到大量宝贵的意见和建议,为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者,向历年通过邮件或口头形式对教材提出批评、建议的读者,向所有使用和关心教材的老师和同学,表示深深的敬意和感谢,欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等,多年来为教材的策划、编写、出版、营销做了大量工作,英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血,借此机会也一并向他们表示深切的谢忱。

总主编 李荫华

2010年3月

编者的话

本教程为《听说教程》(*Listening and Speaking Course*)的第二版,现就本次修订的基本构思作如下说明:

《听说教程》修订本坚持原有的编写宗旨,即:

1. 帮助学生增强在语篇水平上的理解能力。
2. 提高他们对所听材料的分析、归纳、判断和推理能力。
3. 全面培养学生的听力和口头表达能力。

修订本保留四个特点,即:

1. 自始至终以语篇训练为主线。从一开始就培养学生在听的过程中先抓中心思想,后抓要点,并要求其养成习惯。
2. 改变以往教材中每篇材料均配有生词和词组的编写模式。
3. 多方提供口语表达素材。学生可参考Useful Expressions, Language Focus和Sample Conversations中提供的表达法开展口语活动。
4. 强调各部分的有机结合。

修订的基本原则

考虑到使用对象的变化和课时较少的现状,又根据问卷调查的信息反馈,本教程一至四册的修订围绕以下几个方面进行:

1. 每册由十六个单元精简为十四个单元。
2. 适当降低难度,删除偏长、偏难、生词多的选文;更新部分选文,使教程更具有时代气息。
3. 适当调整某些单元的先后排序。
4. 压缩精简练习内容。
5. 适当增加语言输入内容,便于教与学。
6. 将原有的Home Listening练习改为Test Your Listening;每单元提供一种考试题型,帮助学生从第一册开始就逐渐熟悉国家考试。
7. 书末提供的试题从第一册起就完全与四级考试挂钩。

编写框架

《听说教程》修订本共六册,每册配有教师手册以及录音。本书为教程的第二册,内有十四个单元,每单元由三部分组成:

Part A 听力技能训练

该部分旨在培养学生掌握诸如Finding the Main Idea, Drawing Inferences, Summarizing等重要听力技能,帮助他们从整体上理解文章,获得重要信息。

Part B 听说训练部分

该部分编有一篇听力材料，着重语篇训练，旨在培养学生听说能力。这个部分含三个练习：

1. Pre-listening Task围绕课文话题，启发学生开口，为下一步听说练习热身。
2. Listening Tasks培养学生整体理解以及摄取特定信息的能力，让学生能正确领会课文的主要思想及作者的思想感情。
3. Speaking Tasks重点培养学生口头交际能力，提供Expressing Hope, Giving Compliments, Expressing Certainty and Possibility等交际功能的语言素材以及二至三个与课文主题及交际功能紧密结合的样板对话，要求学生根据设定的情景，参考样板对话开展口语活动。

Part C Test Your Listening

该部分提供一套与单元主题类同、含一种四级考试题型的练习。

此外，书末配有两套与四级考试挂钩的试题，用来测试学生的听力水平。

选材原则

1. 注意信息性、知识性、趣味性与实用性；紧跟时代的步伐，贴近大学生的生活。
2. 注意语言的规范性和题材的广泛性；内容涉及语言学习、校园生活、今日科技、文化、体育、娱乐、日常生活及名人轶事等。

本书由华东师范大学大学英语教学部负责编写。虞苏美和李慧琴任主编，参加编写的有(以姓氏笔画为序)王敏华、李慧琴、陈美芳、虞苏美和魏葆霖。美籍专家John Curran和Gillian Kitrick为本书编写了部分对话，英籍专家Anthony Ward审阅了全书，谨在此一并致谢。

2010年3月

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Unit 1

Part A

Learning Strategy

Sports

writing down the numbers you hear quickly in numerical forms, without translating them into Chinese. The different ways to say thirteen and thirty, fourteen and forty, etc. It also helps to practice good ways to practice over and over again the pronunciation of the numbers, particularly the different ways to say thirteen and thirty, fourteen and forty, etc. It also helps to practice writing down the numbers you hear quickly in numerical forms, without translating them into Chinese.

For the story to hear a passage about Michael Jordan, a famous American professional basketball player. Listen carefully and fill in the blanks with the missing words.

Michael Jordan is the greatest basketball player of all time. He was born on (1) _____ in Brooklyn, New York. He is (2) _____ years old. He joined the Chicago Bulls (3) _____ season in the (4) _____ season. He shot (5) _____ points per game. He was named NBA Most Valuable Player (6) _____ times in the next (7) _____ years. Jordan guided his team to win (8) _____ NBA championships. He was named the greatest North American athlete of the 20th century. Jordan left the NBA at the beginning of the 1993-1994 NBA season to pursue a career in baseball. Since his baseball game wasn't quite as good as his basketball game, he finally gave it up to rejoin the Bulls in 1995. Yet after (9) _____ more years, he once again announced his retirement in (10) _____ but he returned for two more NBA games in (11) _____ as a member of the Washington Wizards.

Listening Strategy

Identifying Numbers

Numbers appear very often in every kind of listening material. The ability to catch the exact numbers spoken in English is an important but difficult skill for a Chinese learner. A good way is to practice over and over again the pronunciation of the numbers, particularly the different ways to say thirteen and thirty, fourteen and forty, etc. It also helps to practice writing down the numbers you hear quickly in numerical forms, without translating them into Chinese.



You're going to hear a passage about Michael Jordan, a retired American professional basketball player. Listen carefully and fill in the blanks with the missing numbers.

Michael Jordan is the greatest basketball player of all time. He was born on Feb. 1) _____, 2) _____, in Brooklyn, New York. He is 3) _____ meters tall and weighs 4) _____ pounds. Jordan joined the Chicago Bulls team for the 5) _____ season. In the 6) _____ season he shot 7) _____ points, the 8) _____ highest score ever. He was named NBA Slam Dunk Champion (扣篮冠军) in 9) _____ and won the Most Valuable Player Award in 10) _____, an honor repeated 11) _____ times in the next 12) _____ years to 13) _____. Jordan guided his team to win 14) _____ NBA championships during the 15) _____, scoring 16) _____ points during the 17) _____ and last game of the 18) _____ NBA finals. In 19) _____, he was named the greatest North American athlete of the 20th century.

Jordan left the NBA at the beginning of the 1993–1994 NBA season to pursue a career in baseball. Since his baseball game wasn't quite as good as his basketball games, he finally gave it up to rejoin the Bulls in 1995. Yet, after playing for 20) _____ more years, he once again announced his retirement in 21) _____. But he returned for two more NBA games in 22) _____ as a member of the Washington Wizards.

Pre-listening Task

Questions for Discussion

You are going to talk about sports. Read the following questions and discuss them with your partner.

1. Do you like sports? What is your favorite sport?
2. What sports do most young people go in for?
3. What sports are suitable for old people?
4. Do you like jogging? Why or why not?
5. Why do people need to play sports?

Language Focus

Here are some sentences and structures that you might find useful in discussing the above questions.

- ◆ I like sports a lot / very much.
- ◆ I enjoy / am keen on / am fond of playing sports.
- ◆ I like swimming / jogging / fishing / tennis, etc.
- ◆ My favorite sport is basketball / volleyball / football, etc.
- ◆ Young people go in for such sports as running / playing basketball / tennis / football, etc.
- ◆ Jogging / Walking / Fishing is good for old people.
- ◆ Jogging is considered a healthy sport for both the young and the old / people of all ages.
- ◆ Many people begin jogging because they believe it is a very good form of exercise / can make their hearts stronger / can help them lose weight.
- ◆ Jogging against the cold wind is also a test of one's will power.
- ◆ Playing sports can help us to relax.
- ◆ Sitting in a chair all day has made me very lazy.

- ◆ I can get my figure back if I play a sport.
- ◆ I can make new friends when I play sports.
- ◆ People play sports because they want to keep fit / live an active life
- ◆ Playing a sport we like is an essential part of our life.

Listening Tasks

A Conversation

Why Don't You Join Me at the Gym Sometime?



Word Bank

- | | |
|---|---|
| ○ gym /dʒɪm/ <i>n.</i> a special hall or room with equipment for doing physical exercise
体育馆 | ○ work out to exercise to improve physical fitness 进行健身锻炼 |
| ○ head /hed/ <i>v.</i> to go to 到……去 | ○ guest pass a card or permit giving authorization for the holder's friend (a guest) to enter or have access to a place 贵宾卡 |
| ○ cycle /'saɪkl/ <i>v.</i> to ride a bicycle 骑自行车 | |
| ○ stay in shape to keep a good figure 保持体形 | |

Exercise 1

Listen to the conversation and choose the right answers to the questions you hear.

1. a. He is an active sportsman.
b. He is a keen cyclist.
c. He enjoys playing baseball.
d. He exercises regularly.

2. a. In Peter's home.
b. In the street.
c. In the gym.
d. On their way to the gym.

Exercise 2

Listen again and write down answers to the following questions.

1. Why is Laura so keen on sports?

2. What sports do Peter and Laura go in for?

Speaking Tasks

Communicative Function: Inquiring About Future Activities

Inquiring About Future Activities	Responding to Inquires About Future Activities
What are you doing this weekend?	I'm thinking of going to the gym. I haven't decided yet, but I think I'll go and play tennis with my roommate.
Do you have any plans for tomorrow?	Not really. I'll probably just stay home and watch some sports programs on TV.
Are you doing anything special this evening?	No. Why do you ask?
What's your plan for this weekend?	I'm going to do some cycling. I'd like to go to the volleyball match at the big stadium, but I can't get a ticket.
I wonder if you're going to the gym after class.	If I feel like it, I'll go.
Is it your intention to join the school football team?	Yes. Football is my favorite sport and I've always wanted to play in the school team.
Are you going to watch the Olympic Games on TV?	Sure. I can't wait to watch them.
Would you care for a game of tennis?	Well, I'd like to, but you have to teach me how to play it first.
Are you planning to enter for the annual cycling competition?	Of course. I always do. What about you? No. I'm no good at cycling.
Do you plan to be a professional athlete one day?	No, I don't think so. I don't think I have what it takes to be a professional athlete.

Additional Vocabulary

Ball Games	Track and Field	Others
football/ soccer (BrE)	running	skating
basketball	jogging	boxing
volleyball	discus (铁饼) throwing	bowling
tennis	high jump	swimming
table tennis	long jump	skiing
badminton (羽毛球)	pole jump	mountain climbing
rugby (橄榄球)	relay (接力赛跑)	rock climbing
baseball	javelin (标枪) throwing	diving
softball		surfing (冲浪)
golf		fishing
cricket (板球)		boating